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The School Journal.

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New York, March 15, 1884.

This paper exists because there are important things concerning education that MUST BE SAID.

It is published THIS WEEK because there are things that must be said NOW.

A CHILD learns best how to spell a word when he wants to use it, and the wise teacher will continually give him an opportunity to create that want. She will never be able to find so good a spelling book as her little class will make when they are reaching out for words to express their thoughts.

TEACHERS' SALARIES.—Those teachers who never have any money to invest in professional journals and books, or time or inclination to study them and improve in their work, are already paid much more than they are worth. There isn't a physician or a lawyer but would "play out" in less than five years if he adopted such a course.—*Boston Herald.*

THERE is a ground of consolation for the future of education in the fact that when the hide-bound pedagogue dies off, his like will not again vex the schools. He failed because he followed the letter and not the spirit, forgetting that the letter "killeth" and the spirit maketh "alive." Dickens made merry over Mr. Choakumchild; that such a man was in a teacher's place seemed to him a grotesque evil.

THE TEACHER AS A BUILDER.—The teacher carefully lays the foundations, here a stone and there a stone, and there another and here another, but he is aiming all the while at some one single culminating point; but

he should always avoid, as a man who sought oratorical excellence never would have the courage to do, disclosing that point, and only seek to lead his pupils along until they discover it for themselves.—PROF. G. S. HALL.

METHODS OF INSTRUCTION.—Reform in methods of instruction is the ever-present need of the schools. The best scholars and the best teachers are those that feel this want most keenly, and respond to it most promptly. Where no reform is going on, their educational life is ebbing, or dead formalism closely prevails. "To stand still is to go backward," says the proverb; and there is no surer symptom of decay than a disposition to believe that the utmost attainable good has been reached.—SUPT. SEEVER.

THE boys and girls don't take so well to work as they did years ago—so it is said. The schools are blamed for this; not wholly but somewhat. It is probably true that education has a tendency to unfit them for manual labor. A boy gets Robinson Crusoe and would rather read it than split wood. Education furnishes employment for the mental powers; one ceases to do manual labor if he uses his mind. Then, again, a boy who is sent to school at six years of age, may emerge from the high school at eighteen after having spent twelve years on the school bench. It cannot but modify his manual labor tendencies to do this. Let us admit then that education tends to diminish a taste for manual labor. We cannot eat our cake and keep it too, or as Emerson says: "for everthing you gain you lose something." There is no "disgust with manual labor" as is charged; the pupils are not the same as those who do manual labor; they think differently, they seek different ends, their whole lives will be changed by their education. Besides as education is diffused there is less necessity for manual labor.

CONCERNING development Dr. McCosh President of Princeton College says:

"I have regretted for years past that certain defenders of religion have been injuring the cause which they mean to benefit among educated young men by indiscriminately attacking development, instead of seeking to ascertain what the process is, and turning it to a religious use. In doing so they have acted as injudiciously as those who, in Newton's day, described the law of gravitation, which he discovered, as atheistic, or who, in the last age, denounced geology as inconsistent with Scripture, of which prejudices they had soon to become ashamed. What we need in the present day are young Christian naturalists, ready to rescue Evolution, which is a natural process—which, in fact, is one of God's methods of operation, from the abuse which has been made of it by infidels.

"I am at the head of a College in which I have to speak of such subjects. Were I magisterially to declare that there is no evolution in Nature, and that any one advocating it is setting himself against Scripture, I would place some of my most thoughtful students in great difficulty and perplexity. They would tell me that, in their researches into Nature, they see evolution everywhere, and ask me whether they are to give up science or scripture; and some might be tempted to abandon their Bible,

which they are told is inconsistent with late discoveries. From the time of my entrance into my office I told the young men committed to my care that there is evolution everywhere in Nature, and that there is nothing in that evolution, properly explained and duly limited, inconsistent with revelation. Some of the young men so trained are now professors in our College, and they see development in Nature, and yet are devout believers in the Word of God. They see God working by development in the processes of Nature."

THE CHILDREN.

The children keep us at play all our lives.

—CALVERT.

Teach the children! it is painting in fresco.

—EMERSON.

Children have more need of models than of critics.—JOUBERT.

Begin with the infant in his cradle; let the first word be Washington.—MIRABEAU.

We constantly underrate the capacity of children to understand and to suffer.—GOUGH.

Would that some one had taught me when young, the names of the grasses and constellations.—CARLYLE.

In the man whose childhood has known tender caresses there is a fiber of meaning that can be touched to gentle issues.—GEORGE ELIOT.

Happy the child who is suffered to be, and content to be what God meant it to be—a child while childhood lasts. Happy the parent who does not force artificial manners, precocious feelings and premature religion.—F. W. ROBERTSON.

You never know what child in rags and pitiful squalor that meets you in the street, may have in him the germs of gifts that might add new treasures to the storehouse of beautiful things, or noble acts.—JOHN MORLEY.

Every first thing continues forever with the child; the first color, the first music, the first flower, paint the foreground of his life. The first inner or outer object of love, injustice or such like, throws a shadow immeasurably far along his after years.—RICHTER.

The teachers of children should be held in highest honor; they are the allies of legislators; they have agency in the prevention of crime; they aid in regulating the atmosphere, whose incessant action and pressure cause the life-blood to circulate, and return pure and healthful to the heart of the nation.—MRS. SIGOURNEY.

What if God should place in your hand a diamond, and tell you to inscribe on it a sentence which should be read at the last day and shown there as an index of your own thoughts and feelings; what care, what caution would you exercise in the selection! Now this is what God has done. He has placed before you the immortal minds of your children, more imperishable than the diamond, on which you are to inscribe every day and every hour, by your instructions, by your spirit or by your example, something which will remain and be for or against you at the judgment.—PAYSON.

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE, No. XVIII.

GEOGRAPHY.

Geography as taught at Normalville is a delightful study. Colonel Parker gave members of the Senior Class sheets of paper, upon which he requested them to write answers to the following questions:

1. Give a general description of North America.
2. What effect has the surface of North America upon civilization?
3. Describe a river.
 - a. What does a river drain?
 - b. What is the land drained by a river called?
 - c. How is the land drained by a river bounded?
4. Give an example of the longest distance we can travel on level land in the same general direction.
5. What is the longest distance we can travel on the surface of a continent upon elevated land?

As the Senior Class is composed of quite a number who are of mature years, and who have had considerable experience in teaching, it may be assumed that answers from some of the best papers will give a fair idea of the knowledge of Geography they had gained from the schools.

To No. 1 the following answers were given: "The northern boundary of North America is very irregular, forming islands, capes, and peninsulas. The eastern boundary is the Atlantic Ocean, next to which is a narrow tract, low at the coast, but gradually rising to hilly and rolling ground as you travel west, and ending in low and swampy ground as you travel south. At the west the elevation increases until it ends in mountain ranges, nearly parallel to the sea-coast, and extending in a south-westerly direction. On the south are two large peninsulas, one extending towards the south-west, the other towards the south-east. Along the western coast there is a narrow strip of low land extending along the Pacific Ocean, the direction being a little to the west of north, east of which is a low range of mountains (coast range). East of this range is a valley terminated by the Cascade and Sierra Nevada mountains." (The answer continues at some length, mentioning the Rocky Mountains, the Appalachian system, the prairies, the uplands, and the Mississippi river.)

Another answer states, even more minutely, the same and other facts. Another answer reads thus: "The back-bone of North America, the Rocky Mountains, extends in a general south-westerly direction from the northwestern corner of the continent. From this the ribs extend in both directions, toward the west, with little change of elevation, until their sudden descent into the Pacific Ocean. Toward the east, with a gradual slope, they descend until a little east of the centre, at the Mississippi river, they as gradually rise to about one-third of their former elevation, the Allegheny Mountains, then more or less abruptly descend to the level of the sea—the Atlantic Ocean."

Another paper reads: "North America is bounded on the north by the Arctic Ocean, east by the Atlantic, and west by the Pacific. It is joined to South America by a narrow neck of land. The Atlantic and Pacific have washed away the land, so that they approach very nearly, the Atlantic forming two large bays or seas. The eastern and northern coasts are very irregular, but the indentations on the western coasts are comparatively small, with two exceptions. . . . The surface of the continent is somewhat like a tray extending north and south, rising on the east and west into two mountain systems. This trough is drained by a long river, rising in the northern part of the continent and flowing southward into the more northern of the two bays formed by the Atlantic."

To question two are found these answers: "The surface has to do with civilization in affording means for commerce both foreign and inland, and in furnishing means for manufacturing through water power."

"A mountainous region develops ingenuity, frugality and thrift, in the struggle to wrest from reluctant nature a livelihood. Product—the Yankee,

A fertile, warm, enervating region produced the ease-loving, indolent Southerner."

"The mountains determine the fertility of the soil, as this is determined by the quantity of rainfall. They have also an effect upon the temperature, and this with the fertility of soil determine the occupations of the people, which has a direct effect upon the civilization."

"The civilization is affected by the climate and the climate by the surface."

To question three are found these answers: "A river is a stream of water flowing by gravity." "A river flows in the direction in which the land, from which it rises, slopes. The amount of water in a river depends on the rain-fall and the water that drains the land." "A river is a stream of water flowing over the land." To a, b and c a few answers are quoted: A. "Every river drains as much land as slopes toward it, no other river (except tributaries) and no 'height' of land intervening." B. "The land that a river drains is called its basin." C. "The land drained by any river is bounded by the heights of land which separate that river's basin from the basins of other rivers." A. "All the country and lakes of a country are drained by the rivers." B. "The land that a river drains is called the river basin." C. "It is bounded by mountains or plateaus." A. "A river drains all the land on either of its banks that slopes toward it." B. "The land that a river drains is called its basin." C. "The land a river drains is bounded by land which slopes away from the river."

Answers to question four: "Start from a point on the continent that will bring no elevation between the point of starting and the point of destination." "We can travel the longest distance on level land from the point where level land begins in the direction which level land extends."

Answers to question five: "The longest distance we can generally travel on elevated land is from east to west." "From Alaska, in North America, to Patagonia, in South America, we find the longest continuation of mountain ranges." "The longest distance we can travel on the surface of a continent upon elevated land is in the direction of the longest mountain system."

The foregoing answers have been taken from a few of the best papers, from papers written by those (as stated) who ought to know something of Geography, as that term is generally understood. Were the answers on other papers to be given in detail, it would be perceived that the writers had very meagre ideas of what Geography is, or ought to be. Thus, in answers to the first question, may be found an attention paid to details and to parts, which precludes all imagination of North America as a whole. A description of the formation of the United States is offered as a description of the whole. In the answers to the second question there is almost an utter lack of the knowledge explaining why and how the surface of North America affects civilization. The answers to question three, a, b and c are in a great measure taken from the language of the books, and do not indicate whether the one answering understands what he writes or not.

Questions four and five are answered in a way to show the writers' failure to comprehend their meaning. The conclusion is forced upon the mind of an impartial observer that something has been wrong in the method heretofore employed for teaching Geography in our schools. The reader may here naturally inquire whether Colonel Parker has a better way to substitute, and if so, what it is. As his work on this subject has but lately been begun with the senior class, it would be premature to express an opinion. A general idea of his method may be obtained from an abbreviated report of one or two recitations.

On one day he said, "Miss H—, what do you see when I ask you to describe North America as a whole?" An answer is given which describes the parts.

Col. Parker.—"That is not what I want. Miss W—." Miss W— proceeds to use the language of the books, and is soon seated with the assurance that she does not see anything. Member after

member of the class is called up to enter upon lengthy descriptions of what they do not see, though believing that they do see.

At length it is discovered, through the aid of chalk and blackboard, that the Colonel desires all to see North America as a solid, lying upon the surface of the water, and that its surface consists of a few great slopes terminated by the axis of two or three mountain systems. This principle of the New Education (the seeing of the whole first) having been put into practice, the next thing called for is the description of a slope, then of a mountain system, of a river basin, of a river, etc. Finally the class travel, in their imaginations, to South America, to Patagonia, where they commence a journey on the Andes, north along the western coast, on through Central America, Mexico, the United States, British America, Alaska, across Behring's Strait into Asia, southwest into Europe, to Spain, where they stop for the present. At another lesson the question, "What are the uses of slopes?" is taken up for discussion. The slopes of broad extent and of narrow extent are discussed; their different kinds of soil, why formed, how formed, and the productions of each.

At another time the great Rocky Mountain slope is imagined to consist only of rocks. It is desired to know what would become of the rain, and the rivers. Then the rocks are clothed with their successive strata of soils, and the question again asked, "What will now become of the rain and rivers?" A moulding board, with sand, is present to assist the imagination. These talks from Colonel Parker on Geography occurs once a week. The work is supplemented by Mr. Frye, who takes the class twice a week and gives instruction in moulding continents from sand, on individual moulding-pans. The work is still further supplemented by Miss Monfort, who gives instruction in the drawing of outline maps with chalk, charcoal and pencil.

Both Colonel Parker and Mr. Frye are trying an experiment in this Geography work, which, if successful (as it bids fair to be), will be the means of clothing that once dead subject with an interest and life truly cheering to thousands of teachers and pupils.

For the SCHOOL JOURNAL.

THE NEW EDUCATION.—II.

It is a mistake to suppose that the New Education means to do away with thorough instruction in the school-room.

The word *thorough* has been terribly misunderstood and abused by teachers. Madame Roland exclaimed: "O, Liberty! how many crimes have been committed in thy name!" and who can number the crimes that have been committed in the name of *thoroughness*. Thoroughness in what? Why, in reciting lists of names of kings and battles, of no earthly use; words wholly barren of meaning, and rules to be forgotten in an hour! Little children scarcely able to read in the first reader have been required to learn the "forepart of the spelling book," that "C" has two sounds, a hard sound, as in "cake," and a soft sound, as in "cell"; this, and so on, in order to be *thorough*—that is, beginning at the first page and making a clean sweep of the whole thing!

The word *discipline* is a word that has brought immense misery to the children. They have been obliged to learn things for discipline's sake, and to suffer for discipline's sake. No wonder the whining school-boy crept unwillingly to his task. No wonder he had little love for knowledge. The day of cruel beatings given in the name of discipline is about over, thank God! The day of peace and good will has dawned on the school room at last.

It is a mistake to suppose that the New Education means a discovery of new principles. It is the best application known to the best teachers at present, of principles that have been discovered and applied from the earliest times to the present.

The schools have fallen into a routinism; the object has been to parcel out knowledge; so much in such a grade, so much in the next grade, and so on. We may well ask for the pupil when is his educa-

tion to be attended to? for provision seems to be made for everything else but that.

The use of the term "three R's" shows the degradation of the schools in the popular mind. The New Education men declare that the children go to school to be *educated*. The opposition of the Old and the New are thus apparent.

The New Education seeks the cultivation of the body, heart, mind, character, on all sides and in all directions. Hence, it necessarily proposes a scheme broader than the "three R's." It attempts to follow Nature's plan. It gathers the facts of childhood, and attempts to find the laws of growth and then to follow them. The first who gave a practical direction to the tendency to study childhood was Froebel. But to limit attention to his method without taking a comprehensive view of the whole field, would give imperfect results.

Education is a branch of mental philosophy, and takes its form from that. How do the children grow? is the question the educator asked himself. This had never been proposed apparently until Rousseau wrote his "Emile." In that he demanded that man should be treated as an organism, and that education should be a development of all the faculties of that organism. The crude ideas of this writer were taken up by German minds; Kant, Hegel, and Richter contributed to unfold and arrange them. The latter delighted to preach the doctrine of the ideal-man. Then came Pestalozzi and Froebel, each looking at the child from different points of view. The former gave prominence to the receptive and perceptive faculties; the latter to the fact that production and creation are needed to enable the mind to comprehend its surroundings.

The New Education proposing, as it does, that children go to school to be educated, aims at the whole range of faculties. It would teach (1) of *Language*,—embracing Reading, Spelling; (2) of the *Body*,—its care and preservation; (3) of *People*,—embracing Biography, Travels and History; (4) of *Things*,—embracing common life and Science; (5) of *Right and Wrong*,—embracing Duty, Obedience, etc.; (6) of *Numbers*; (7) of the *Earth*,—embracing soils, plants, minerals, animals, etc.; (8) of *Representation*,—embracing drawing and painting, etc.

A beginning has been made, and although it may take a long time to remove the stony routinism that prevails in the large cities, the triumph of the New Education is sure. Some demand that it state its methods with exactness; but like the artist Turner, who said he obtained his marvelous results by the use of brains, the method lies with the teacher. No one can be a disciple of the New Education who depends on any *method*, no matter what it is. He who sees under and beneath into *principles*, and who strives day by day to educate according to those principles, is a disciple.

The New Education is opposed to forcing in knowledge, to marking pupils, to examinations that demand cramming by the pupils, to the offering of prizes, to all efforts that lay burdens on body or mind, to rewarding those blest by nature with adhesive memories, and generally, to any and all things that detract from the joy and dignity of both teacher and pupil. It believes that men are made happier, more complete by education. As the Philadelphia Press says: "The great end of Education is not information but personal vigor and character. There were powerful writers before Murray wrote his grammar. Let the personal influence of the teacher be relied on rather than books and methods." Here, in the last sentence, the writer shows he has not studied his subject, but he has made a "point" nevertheless.

An Institute is not held for the education of the teacher, but for the benefit of the pupils: and the pupil can in most cases only get his share of the Institute as he gets it through the teacher. True, the teacher may absorb some rays of knowledge as he reflects it upon his pupils, and that too without wronging them, but when he stays at home he should consider that he not only denies himself a privilege, but he neglects a duty which he owes to his school.—Supt. CHAMBERLAIN, Crawford County, Penn.

For the SCHOOL JOURNAL.

THE SENSE OF SIGHT AND ITS IMPORTANCE FOR THE DEVELOPMENT OF THE MIND.

By EDWARD E. SHEIB, PH. D.

All mental improvement begins with perception. The Sense Organs, usually reckoned five in number, are the open doors by which the great mass of sensations, obtained by contact with the outer world, reach the mind and supply the elements which nourish our psychical life. Of these organs, all are not of the same eminent importance, though the use of no one of them can be dispensed with, without a serious limitation of our mental development. It is not a waste of time to examine into the character of the different sensations, and observe what relation they bear to the expansion of mental activity. If people would understand for once, and for all time, that the human being does not come into the world with trained eye and ear any more than with skilled hands, and that the babe receives only vague and general light sensations, in which, at most, colors may be distinguished, but size, shape, surface, and distance are unknown, attributes of which its mind has no notion, then they would be more anxious to devote to the cultivation of the senses the attention which these great factors in the development of the mind by right demand. That such importance does, in fact, attach to the cultivation of the senses, the observations which scientists have been able to record in those cases in which, for example, persons who been born blind and have been successfully operated on, abundantly show. Selecting one example from among many: Dr. W. Cheselden successfully operated on the eyes of such a one who had been born blind, and to whom, therefore, any sensation of light was unknown. The physician observed that this person could neither distinguish distances, nor was he able to discern that the objects which he saw were not resting on the eye, similarly as the sensations received through touch demand actual contact of the organ and the object. Some objects impressed the eye as being smooth, safe, and regularly shaped, as many which his hand had made him previously acquainted with. And yet he could not tell what shape those objects had, nor what it was which impressed him agreeably. He could neither recognize any form, nor distinguish one figure from another. Paintings appeared only as colored surfaces, and though he knew that the room in which he was confined was but a small part of the house, he was not capable of seeing that the house was larger than the room. He recognized neither distance, nor form, nor size; but for a long time all objects appeared to him unusually large in comparison to the notion of size which he had acquired with the help of the sense of touch. When at a later date the second eye was successfully operated on, all the experiences which he made in the first instance, and all the delusions to which he had been exposed on that occasion, were repeated; and looking at an object with both eyes it appeared to him, not double, but of double the size as when he first saw it with only one restored eye. There seems reason to believe that the newly born child learns to see in a similar manner, with this difference, that the older person, though born blind and unacquainted with the sensations of light, has, with the help of the other senses, stored up a great amount of knowledge which the young child is not possessed of. This would in itself explain why the development of the child proceeds very slowly, while he who has been successfully operated on, may in a very short time learn to see correctly.

Seeing differs from hearing, tasting, and touching in this, that while the other senses are only receptive and wait for the impression which they are to transmit, the sense of sight is characteristically active. In part this is also true of the sense of touch, but the field of its activity does not extend beyond the reach of the hand, or the space traversed by the foot. The eye penetrates the exterior world, searching for the objects at a distance, and accompanying them in their motion. The delicate adjustment of the organ makes it possible for the eye to

cover some distance, and the rapidity of the motion of light (190,000 miles per second), makes it independent of time. And yet this minute motion of the eye as it passes from one object to another, confers to the mind the idea of space. Without the eye we should have no clear notion of the co-existence of objects beside each other. Sound, smell, taste, and even touch give only succession, as one sensation follows the other. With the assistance of the eye we perceive the objects existing side by side, and learning to distinguish between them and to see with a clearness and positiveness that belongs to no other class of sensations, we become accustomed to distinguish unusually strong sensations produced by the other senses, by words that really apply only to light. But still more so do we characterize the mental activity with such words, speaking of a clear mind, a brilliant speaker, a splendid intellect, a lucid understanding, a clear conscience, a dark deed, a clouded spirit, a black heart. True, we speak also of broad views, of dull wit, of a big heart, and the like, borrowing frequently from the peculiar sensations of touch to describe mental conditions. But more frequently do we avail ourselves of the conceptions which have been obtained with help of the eye. It is the eye which teaches us to distinguish, and which establishes order in our thinking. Without its impressions all our mental operations partake of the vague, the undefined, and the fantastical. The exterior world is the world reflected in the eye. "All the world's a stage," says Shakespeare—a stage on which we see the world perform—not an auditorium in which we listen to its wails of sorrow or outbursts of joy. Even in our dreams we for the most part see things, and those in delirium are tortured by the terrible visions of a diseased imagination. We judge men from their appearance, and we assist the less perfect senses by inventing means for detecting changes in the outer world more quickly and accurately than they are able to observe. We measure heat with a thermometer which informs the eye of changes which the sense of touch fails to appreciate. We note the pressure of the atmosphere with the barometer, weigh with a balance, and time with a clock. And the range of the eye has been extended in two directions with the help of the telescope and microscope, instruments, compared to which the aids we are able to bring to the other senses, appear as trifles unworthy of mention.

Without the sensation of sight man remains in the condition of childhood, fettered to the spot, dependent on the assistance and benevolence of others. As his body remains confined within the walls of his room, and his uncertain step describes continually the same circle, so too his mental sphere is narrowed, his intelligence limited, his will enfeebled. "All that is invisible to us remains mysterious and uncertain. Darkness is more intolerable than silence. With the light of day the world opens to man, and man enters into the world. As the horizon expands in every direction, his mental life is nourished and grows. The distant objects interest, tempt him, strengthen his will, for 'man grows in the same proportion as his objects are noble.'"

WHO SHOULD PRESCRIBE STUDIES.—A Wisconsin court said: "We can see no reason whatever for denying to the father the right to dictate what studies included in the prescribed course his child shall take, as he is as likely to know the health, temperament, aptitude, and deficiencies of his child as the teacher, and how long he can send him to school." [This is not sound reasoning, unless the child is ill or weak. The teacher is the person the law has provided for the purpose of directing the mental powers. He is the better qualified to judge what studies will tend most to promote the growth of a sound intellect and a good character. Besides, a little knowledge of the "three R's" may satisfy the father, but the State has a right to do better by him, and to offer advantages that will open opportunities to the child.—Ed.]

THE great end to be attained in all moral teaching is to lead the child to act from principle, to do a thing because it is right, and avoid doing or saying a certain thing because it is wrong.—HUXLEY.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

HAND-EDUCATION.

WEAVING.

By LUCY WHELOCK, Boston, Mass.

One of the favorite occupations of the Kindergarten is the *weaving*. The children delight in the bright-colored papers and the pretty patterns; and as a means of teaching color, training the hand to skill, and disciplining the mind, it is most valuable.

The value of the work is greatly enhanced if the little workers can see that they are doing something which will really be useful. It is much pleasanter to make a May-basket, or a letter-case for papa's birthday, than to merely weave a mat as a mat.

There are many forms into which this work can be made—things useful as well as ornamental. The baskets, letter-cases, napkin-rings are very often seen. For the following suggestions I am indebted to Barth and Niederley's *Beschäftigungsbuch*:

The simplest method of utilizing the little paper mat—the product of "weaving day"—is as a lamp-mat. If the edges of the mat are pinked, and it is lined with a sheet of paper of the same or a contrasting color, the pinked edges of which show against the edges of the mat, the effect is very pretty; or a fringe made of tissue-paper, cut in fine strips and crimped with a knife, is even more pleasing. Round mats can be obtained with ornamental edges, which are prettier than squares or oblongs for this purpose.

A book-mark is easily made from an oblong mat, by folding the mat together and finishing the ends with a fringe.

Who would not like a flag?

It is only necessary to have an oblong mat, woven from red, white and blue paper, one end of which is secured to a stick which may be decorated with strips of paper. Any child can make one to take home to his small brother or sister.

Two mats of the same shape and color may be manufactured into a cushion or pillow. Thin sheets of cotton filled with sachet powder are laid between the mats, and when the whole is finished with a fringe or gilt border, nothing better could be desired in the way of a sachet case.

A note-book for papa is made by binding sheets of paper between stiff sheets of card-board covered with the little donor's handiwork. The woven sheet of paper forms a pretty cover for a napkin-ring, which may easily be made from card-board.

As the child gains in skill and dexterity, and if the kindergartner has time, (?) a round mat may be made of tissue-paper by folding the paper into strips of three or four thicknesses and fastening the ends to a foundation of card-board; then with a weaving needle other strips may be woven in, and the whole finished with a fringe.

If a very durable mat is desired, a piece of oil-cloth can be cut the desired shape and little slits can be made at regular intervals, through which bright ribbons are woven. The edge of this mat can be decorated with leaves or simple flowers cut from the oil-cloth.

This simple occupation of weaving which the little fingers manage so easily, represents in miniature one of the great industrial arts.

Change the terms *mat* and *needle* for *web* and *shuttle*, and the whole process of the manufacture of cloth is made intelligible.

A little incident, taken from the book before mentioned, will show the extent to which this occupation can be carried by children who have become interested in, and made inventive by it.

Some boys of eight and ten years of age worked for many days in making narrow bands to serve as collars for the house-dog. To weave these collars they prepared a board with two rows of nails opposite each other. A linen thread was fastened to the first nail then wound around the opposite one, brought back to the second nail in the first row, and so on, back and forth. When they had formed the *web* in this way, they drew threads in and out with a netting needle, pressing these cross threads closely together.

ALFRED B. STREET.

NATURE'S TEACHINGS.

A. M. KELLOGG.

1. Na- ture is full of wis- dom high, If we would but mark her plan; O- cean and mount-ain,
 2. I marked the Mountain—sublime its form—its head was a-bove the cloud; On its stern bo- som was
 3. I marked the O- cean—its mighty breast Was heav- ing in cease- less play; Heav- ing—heav- ing—
 4. I marked the Sky—it was smil- ing bright; The clouds were all smooth and fair; A- gain I looked, it was
 5. I marked the For- est— No- mber's blast Was strewn- ing the leaves a- round; But I knew when Spring should
 for- est and sky, Are talk- ing for- ev- er to- man. Talk- ing for- ev- er of loft- y themes That
 dash- ing the storm, But its look was un- moved and proud. I thought that thus should the heart be strong. And
 nev- er at rest, Tho' peaceful- ly smiled the day. I thought that thus should the life pro- gress: That
 black with night, And the storm was re- sound- ing there. I thought that thus is our change- ful life By
 come at last, New leaves would a- gain be found. I thought that thus by death's cold hand Our
 el- e- vate heart and soul. Show- ing our life no round of dreams That earth holds not our goal.
 tow- er a-bove its care, And tho' the wild tempest should dash a- long, Its trials it calmly should bear.
 ac- tion its rule should be; That ob- ject on object should forward press From the sleep of the sluggish free.
 light and by dark- ness shar'd; I far- ther tho't that for calm or strife, We ever should be pre- pared.
 race in the dust are strewn, But sum- moned forth to the "Better Land," We rise to a life re- newed.

GAILY OUR BOAT.

1. Gaily our boat glides o'er the sea, And light the oar we ply; Mer-ri-ly ring our songs so gay, As sea birds round us play.
 2. Here on the billows, as we go, A- way from care and strife; Health is in store for us, we know, O, who would flee this life.
 3. Bend to the oar, nor fear the storm, A- way, a- way we glide; Mer-ri-ly sing, nor sit forlorn, As glides the homeward train.

Many hours of their recreation-time were employed in this patient work; but what boy is not willing to work when he has an end of his own seeking to accomplish?

These same boys read that Robinson Crusoe made a hunting-bag out of strings, and what he did without any appliances, they certainly could do.

A board, the size of a drawing-board, was taken for this purpose, and a web was made of strong twine in the same way as before. When the woven strip was taken from the board, the ends sewed together, and the bag fastened to a strap, there was no doubt that it was a bag which any hunter might desire, and they took no small satisfaction in walking in the garden with the bag over their shoulders, and Robinson's umbrella, made of large leaves, in their hand.

When they saw afterwards a loom and a web of cloth, they took an intelligent interest in the process of manufacturing it, and were able to appreciate the beauty and delicacy of the work.

For the SCHOOL JOURNAL.

LESSONS ON COMMON OBJECTS.—X.

By EDWARD J. HALLOCK.

TIN.

Specimens and Apparatus Required:—Pure tin foil, block tin, sheet tin, soft solder, stream tin, hydrochloric and nitric acids, alcohol lamp, charcoal, sal-soda.

The experiments with tin are similar to those with lead, and an excellent opportunity is afforded for close observation to detect differences. Procure a bar of block tin as large as a lead pencil; when bent it creaks, or gives out a peculiar cry known as the "tin cry."

Test the malleability of the tin; it can be hammered out very thin. Melt it and let the drops fall in water; it usually forms little cups with ragged edges. Pour some of the melted tin into a chalk-box well covered with chalk on the inside, close it quickly and shake it rapidly; tin can thus be obtained in a coarse powder.

Show the class that what is called sheet-tin is merely sheet-iron with a very thin covering of tin.

Pour nitric acid upon a piece of tin-foil in a saucer and invert a tumbler over it; red fumes rise from it; (do not inhale them) and a white powder remains. It is an oxide of tin. Wash and dry this white powder, and then mix with sodium carbonate (sal-soda) on a match stick and heat it as described under lead. With a little practice you can get minute globules of tin.

Weigh some pieces of block tin in the air and in water, and let the class calculate from these weighings what its specific gravity is. Do the same with a piece of tinman's solder.

Dissolve some solder in nitric acid; a white powder is left. Pour off the acid and evaporate it out of doors, or in a fire place; then add water. Divide this solution into three parts and test one with sulphuric acid, another with potassium iodide, the third with potassium sulphide (see lead). The first will be white, the second yellow, the third black.

Dissolve some tin in hydrochloric acid and add potassium sulphide; notice the precipitate.

Knowing the specific gravity of lead, tin, and solder, can you calculate the proportion of tin and lead in solder?

Several interesting experiments in soldering can be performed with an alcohol lamp, and some dilute hydrochloric acid (or, better, salammoniac), and soft solder. This solder can be purchased in the form of a wire, or it can be melted and cast in grooves cut in a board. In this form it melts easily in the alcohol flame and even in that of a candle. Old tomato cans furnish a cheap source of sheet tin to experiment with. It can be cut with a strong pair of scissors, and neatly bent with a small pair of pinchers or nippers. If the solder does not adhere to the tin it will be because there was not enough acid, or salammoniac, used to keep the surface clean.

A pyramid and a cone can be made of tin with very little trouble; apply the acid and solder within and heat it on the outside. With a little more trouble cubical and rectangular boxes can be made. Cylindrical boxes are very difficult to make. A wire or pin can be soldered to a five or ten cent piece, and many other curious things attempted, such as making waterwheels, windmills, etc., of tin.

The chief ore of tin is that known as "stream tin." It often has a singular resemblance to wood, while it has no resemblance to tin itself.

Tin is sometimes used for making pipes, such as are used in the best soda fountains; lead pipe lined with tin is occasionally to be had. Tin foil is used to wrap compressed yeast and some other articles. Lead foil can be distinguished by its specific gravity; it also dissolves easily in nitric acid, while tin leaves a white powder.

WRITING TACTICS.—To begin the exercise, signals:—1, 2 and 3. 1. Desks in order. 2. Monitors to the front. 3. Delivery of copy-books. Pause (short). 1. All turn to right with right arm on desk. 2. Place feet squarely on the floor. 3. All write. To close:—1. Back to front position. 2. Wipe pens. 3. Monitors take up copy-books in order. Pause (short). 1. Monitors back to places. 2. Seats. 3. All in position for dismissal.

For the SCHOOL JOURNAL.

LEAVES FROM MY NOTE BOOK.

BY ANNA J. HARDWICKE, Lexington, Mo.

Having noticed in the JOURNAL a request for composition subjects, with analysis, I give a few taken from my note-book, and beg leave to speak to teachers in behalf of the following plan: Keep a blank book devoted to your school work, having a page for your favorite quotations, another for queer queries, another for experiments, another for books to be recommended, and several others for material for essay days. You will be surprised to see what a stock will soon be acquired and how useful it will be.

The outlines given below were used with a high school class whose average age was sixteen; remember the subject only is given the pupils, when, under the guidance of the teacher, they themselves develop the analysis.

Twenty-first Century.	I. How came you there?	1. Rip Van Winkle slumber. 2. Shown by the goddess of Futurity. 3. An inhabitant.
	II. Buildings.	1. Countenances more spiritual. 2. Mind predominating over matter.
	III. Appearance of people.	3. Dress, Grecian simplicity. 4. Diet and its effects. 5. Manners. 6. Language.
	IV. Modes of travel.	1. Air ships. 2. Wings.
	V. Education.	1. Utopian form. 2. Women's rights.
	VI. Government.	1. Eternal youth. 2. North Pole.
	VII. Discoveries and invention.	3. Manufactured servants. 4. Route to Sun and planets.

By encouraging them to throw as much originality as possible into their essays, you will find some who disregard this optimistic view of the case; for instance, one girl pictured the world as in its last days when Byron's dream was being fully realized; this diversity is, of course, so much gained.

Beethoven's Dream.	I. Longings of his soul.	1. Poverty.
	II. Obstacles.	2. Melancholy. 3. Family affairs.
	III. Success in his art.	
	IV. Deafness.	What was divine harmony to the listening multitude was naught to him.
	V. Lesson drawn from his life.	
"Postman, is there a letter for me?"	I. Describe a little girl whose father is away from home and has promised to write her. Her impatient tone in which she asks the query, for at receiving a letter that is her "very own."	
	II. A girl's lover has gone to sea; the maiden comes week after week, month after month, year after year, with the same question, "Postman, is there a letter for me?"	
	III. An exile or missionary expecting letters from home.	
	IV. An aged parent awaiting news from a prodigal son.	
	V. Fate is the great postman, who deals alike with childhood, youth, manhood and old age: we are all waiting for a letter.	
Jack Horner.	I. Describe Jack and his pie.	
	II. Why was he selfish?	1. He did not raise the wheat for the pie. 2. He did not make it. 3. He had not deserved the plum.
	III. Why was he vain?	
	IV. Picture the many Jack Horners of to-day.	1. Columbus. 2. Belshazzar. 3. Milton, etc., etc.
	V. Show those whose plum was eaten by another.	
	VI. What are you doing with your pie and plum?	

The following subject may be changed to a declarative form and made a subject for debate; the analysis is too clear for the pupils to need much assistance: "May She? Can She? Will She?"

For the SCHOOL JOURNAL.

LANGUAGE LESSONS.

SENTENCE STRUCTURE.

Sentences appear in a great variety of forms, but all are referable to three great classes: the *Simple*, *Compound* and *Complex*. There are several classes of phrases also; then, both sentences and phrases have varieties; these sentences and phrases are combined, so that a great many different forms appear. All these different forms are, however, referable to the three classes above. A trained eye looks upon a strange sentence as some form of either a simple, compound or complex sentence, and proceeds accordingly in its analysis.

The analysis of sentences is one of the most admirable of means of training the mental faculties.

Language is the expression of thought; when we study language we study thought. The comprehension of the relation of words to each other, their dependence, and inter-dependence, lets the student into the very heart of the writer. Parsing is a valuable exercise, but analysis is far more valuable. To parse properly one must first analyze the sentence. There is a limit to parsing, but apparently none to analysis. Analysis discloses the office of every word and shows its bearing in developing the thought.

In the selection of sentences several well-known and popular grammars have been drawn from—among others, those of Brown, Clark, Reed & Kellogg, and Harvey.

SIMPLE SENTENCES.

These have but one subject and one predicate.

(a). *John walks.* It stands in a diagram thus:

John | walks.

"John" is the subject and "walks" the predicate.

(b). *The bright day wanes.*

day | wanes.
The | bright

"The" and "bright" are modifiers—called adjuncts.

(c). *They read books.*

They | read books.

In this case "books" may be considered as the *objective complement* of the verb; it is often called the object, but the tendency among grammarians is to consider the subject and predicate as the frame-work of the sentence and the other parts as modifiers or complements of these two necessary parts.

(d). *I am happy.*

I | am happy.

In this case "happy" is connected by the predicate to the subject.

COMPOUND SENTENCES.

These have two (or more) related sentences, but each is independent.

(a). *Temperance and industry are foundations.*

We can say temperance is a foundation and industry is a foundation—that is they are independent.

Temperance
and
Industry
are foundations.

(b). *John studies and recites grammar.*

John | studies
and
recites | grammar.

(c). *John studies grammar and history.*

John | studies
and
grammar
and
history.

(d). *John and Henry study and recite grammar.*

John | study
and
Henry | recite
and
grammar.

(e). *John and Henry study grammar and history.*

John | study
and
Henry | study
and
grammar
and
history.

(f). *John studies and recites grammar and history.*

John | studies
and
recites | grammar
and
history.

(g). *John and Henry study and recite grammar and history.*

John | study
and
Henry | recite
and
grammar
and
history.

There may be more than two subjects, or more than two predicates, or more than two objective complements.

COMPLEX SENTENCES.

These have two (or more) related sentences, but one is dependent on the other.

(a). *He that getteth wisdom loveth his own soul.*

He | loveth | soul
that | getteth | wisdom.
his | own

"that getteth wisdom" is an explanatory sentence—not independent.

(b). *They kneeled before they fought.*

They | kneeled
before
they | fought.

(c). *Them that honor me, I will honor.*

I | will honor | them
that | honor me.

For the SCHOOL JOURNAL.

A TALK WITH PUPILS.

One of the facts of the times is that many crimes are committed by young persons. It once used to be that only the older ones did wicked deeds. In New York, for six months, 441 crimes were committed by those between 7 and 20 years of age. Why is this? How do their minds so soon get full of evil thoughts that lead to evil deeds? It has been found that their minds have been poisoned, and story papers have done the job. One boy who committed a most horrible crime had read sixty of these; nearly all the inmates of the House of Refuge have read them. Boys who run away to fight the Indians have a revolver in one pocket and a dime novel in the other.

But why do young people take up this kind of reading? Why, I suppose, because their minds are so constituted that they want to know about things that are new. There is nothing wrong in that. They are ignorant and take up books that are as dangerous as whiskey. There are people who make story-telling a business; but there are two classes of story-tellers. There are those whose thoughts are bad, whose imaginations are evil, and they do not care how many minds they poison, as long as they get a little money for the story.

There are others who wish to give their readers good and pleasant things to think about; their imaginations are pure, and they benefit their readers. Then there are those who can write charming, true stories. You know we all like true stories best, and the world is full of them; every animal, bird and insect has its story. Every inch of ground and every drop of water has an interesting story to tell to all who will listen. There are people who have listened to these stories and can tell them to you. And there are others who have become acquainted with the great men and women of the past, and they can tell you things that make you glad to hear them. Every boy and girl should shun the bad writers as he would a rattle-snake. Look out for the story papers. Let alone the books that your parents or teachers do not recommend.

For the SCHOOL JOURNAL.

SUPPLEMENTARY READING.

The primary objects of Supplementary Reading are to furnish more reading than the reader contains and to foster a taste for good literature; there are secondary objects, such as distinct enunciation and providing material for thought for both oral and written language work. For the first of these—distinct enunciation—but two books are needed, one for the teacher and one for the class—which is passed from one to another. The desire of the class to hear what is being read secures their attention, and influences the one who is reading to speak loudly and distinctly; this pre-supposes that the matter is of sufficient interest to command their attention, which is all important. After the reading exercise the pupils are given an opportunity to state in their own language the substance of the matter read. This is one of the most valuable fea-

tures of the work—to secure the power of reproducing the author's thought in their own language.

In using them to furnish material for written language exercises, the teacher may read a selection and the pupils reproduce it on paper, or each member of the class may be furnished with a book; the selection may be read in class or silently at the seats.

When a carefully selected list can be obtained, the cultivation of literary taste may be greatly helped; books really constitute a small library at the teacher's hand. Subjects that come up incidentally in the Geography, History or Reading class may start an interest that demands the use of these volumes. The books may be taken home and read at leisure, and then at a time set apart for such an exercise, sketches of what has been read may be given to the school. It is better to have these given orally, that there may be a general conversation upon, and discussion of them. In this way an interest will be best aroused. After this has been done, occasionally let some of the abstracts be written.

The following is a list of books adopted for the Grammar schools of Boston:

"Zigzag Journeys in Europe."	Munroe's "Story of our Country."
"Zigzag Journeys in the Orient."	Gardiner's "History of England for Young Folks."
"Zigzag Journeys in Classic Lands."	Yonge's "Stories of Rome."
Scudder's "Boston Town."	Smiles's "Round the World by a Boy."
Drake's "Around the Hub."	Smiles's "Robert Dick, Geologist and Botanist."
"Butterworth's "Boston."	Lander's "Spectacles for Young Eyes."
Towle's "Pizarro."	Mrs. Brassey's "Voyage of the Yacht 'Sunbeam.'"
Towle's "Vasco da Gama."	J. Abbott's "Mary, Queen of Scots."
Towle's "Magellan."	J. Abbott's "Charles I."
"Fairy Land of Science."	B. Taylor's "Boys of other Countries."
Hawthorne's "True Stories."	Church's "Stories from Homer."
Higginson's "Young Folks' Book of Explorers."	"What Mr. Darwin saw in his Voyage around the World in the Ship 'Beagle.'"
Quackenbos's "Child's History of the United States."	Susan Coolidge's "The Guernsey Lily."
Scott's "Kenilworth."	Muloch's "A Noble Life."
Scott's "Ivanhoe."	Hayes' "Cast away in the Cold."
Longfellow's "Evangeline."	M. E. Dodge's "Hans Brinker."
"Tom Brown's School-days at Rugby."	
Lamb's "Tales from Shakespeare."	
"Little Loks in Feather and Fur."	

For the SCHOOL JOURNAL.

PLANT LESSONS.—NO. V.

By ANNA JOHNSON, New York.

ROOTS, (CONTINUED.)

How many have ever noticed the roots of a tree where the earth has been removed? Were they as regular and nicely shaped as the branches? Can you think of any reason for their not being so? Which have the more freedom to grow, the branches or the roots? Why do the branches? What do the roots often find in the earth?

When a stream of water flows on the ground, does it always go straight? Why not? When there is something in the way, so the roots are not able to grow straight or long, what other way may they grow? When they are so blocked that they cannot get out of the way, what do they do? Do they stop growing? How do they sometimes show their strength? How many ever saw a rock split or a fence thrown down by the roots of a tree? Did they do this all at once? How are all great things accomplished? What lesson does it teach us? After what are the roots seeking? How must the earth be so they can suck up the food? When it has not rained for a long time what direction will the roots take? Why?

"In bestowing honors be careful that you give them in consideration of the faithful performance of duty, not of natural ability."

FOR THE SCHOLARS.

THE SLAVE'S DREAM.

FOR RECITATION.

Beside the ungathered rice he lay,
His sickle in his hand;
His breast was bare, his matted hair
Was buried in the sand.
Again, in the mist and shadow of sleep,
He saw his Native Land.
Wide through the landscape of his dreams
The lordly Niger flowed;
Beneath the palm-trees on the plains
Once more a King he strode;
And heard the tinkling caravans
Descend the mountain-road.
He saw once more his dark eyed Queen
Among her children stand;
They clasped his neck, they kissed his cheeks,
They held him by the hand!
A tear burst from the sleeper's lids
And fell into the sand.

And then at furious speed he rode
Along the Niger's bank;
His bridle-reins were golden chains,
And with a martial clank,
At each leap he could feel his scabbard of steel
Smiting his courser's flank.
Before him, like a blood-red flag,
The bright flamings flew;
From morn till night he followed their flight,
O'er plains where the tamarind grew,
Till he saw the roofs of Caffre huts,
And the ocean rose to view.

At night he heard the lion roar,
And the hyena scream,
And the river-horse as he crushed the reeds
Beside some hidden stream;
And it passed, like a glorious roll of drums,
Through the triumph of his dream.
The forests, with their myriad tongues
Shouted of liberty;
And the Blast of the Desert cried aloud,
With a voice so wild and free,
That he started in his sleep and smiled
At their tempestuous glee.
He did not feel the driver's whip,
Nor the burning heat of day;
For Death had illumined the Land of Sleep,
And his lifeless body lay
A worn-out fetter, that the soul
Had broken and thrown away!

—H. W. LONGFELLOW.

WORK YOUR OWN WAY.

FOR DECLAMATION.

"Be somebody on your own account, my son, and don't try to get along on the reputation of your ancestors. Nobody knows and nobody cares who Adam's grandfather was, and there is not a man living who can tell the name of Brigham Young's mother-in-law. Keep up with the every-day procession, and do not pull back in the harness. Hard-work never was known to kill men; it was the fun that men had in the intervals that killed them. The fact is, most people have yet to learn what fun really is. A man may go to Europe and spend a thousand dollars, and then recall the fact that he had a great deal more fun at a picnic twenty years ago that cost him just sixty-five cents. The theory that the world owes every man a living is false. The world owes a man nothing. There is a living in the world for every man, however, providing the man is willing to work for it. If he does not work for it, somebody else will earn it and the lazy man 'will get left.' There are greater opportunities for workers out West than in the Eastern cities, but men who go out West to grow up with the country must do their own growing. There is no browsing allowed in the vigorous West. An energetic man may go out into the far West, and in two or three years possess himself of a bigger house, a bigger yard, a bigger barn, and a bigger mortgage than he could obtain by ten years' work in the East. All young men ought to marry, and no young men ought to envy old men or rich men. A man should do well whatever he is given to do, and not despise drudgery. The world wants good shovelers, teamsters, and laborers, but it does not want poor lawyers, poor preachers, or poor editors."—BURDETTE.

For the SCHOOL JOURNAL.

THE MÆDÆVAL BARBER.

(Enter Barber strapping his razors.—Enter a Knight with sword by his side.)

KNIGHT.—Art thou the barber named upon this sign? (Pointing)

BARBER.—I am, Sir Knight, I wait on thy commands.
K. 'Tis well. I fain would have me look a swell, therefore prepare to cut my hair.

B. Ready, so please your worship. Pray sit down.

(Knight sits down and is tucked up in a sheet.)

B. (Waving his scissors.) Say, good my lord, wilt thou to-day have much or little off?

K. (Springing to his feet, and laying his hand on his sword.) Hear me. Cut but one inch and if thou takest more or less than a just one inch, nay, if thy shears do leave a single solitary hair beyond that length, thou diest and all thy goods will be confiscated. Hold—there is something else. My words are expressly an inch of hair. If thou dost shed the smallest drop of blood—

(Rattles his sword, stamps and sits down. Barber produces comb and scissors.)

B. (Clearing his throat.) The weather is warm, sir.

K. (Sharply.) It is.

B. And yet to-morrow it may change!

K. (Growling.) It may.

B. Perhaps 'twill rain.

K. We are losing time; I pray thee pursue thy task.

B. (After a pause.) Your hair is thin and dry. Time doth lay his blasting hand upon the fragrant freshness of our youth, tingling all life's glossy front with grey. And yet where nature fails, art comes to aid—

K. Knave, what business is it of thine if my locks grow scant and sere with autumn frosts?

B. I only meant to recommend our patent EXTRACT for thy fading locks. Our EXTRACT makes the new hair spring forth with vigor, renews the old, imparts a grateful feeling to the scalp. Only genuine when stamped with this our stamp and seal, and which we sell at half a dollar. The larger size the greater saving has.

K. I never use it.

B. Perhaps you'd rather have the savory grease extracted from the beard.

K. (Testily.) I'll none of it.

(Barber cuts on in silence for a minute then resumes.)

B. Have you seen the paper of to-day? Strange news they—

K. (Half standing up. The barber jumps back, assumes a defensive attitude with his scissors.)—Oh, varlet hold thy tongue! Forbear the silly usage of thy trade. You plague the too—accustomed ears of customers with customary gabble.

B. (Aside.) It must not be. It will be recorded for a precedent, and damage much the trade. I'll speak to him again—(Aloud). Oh, noble sir, thy pate is shorn, wilt thou some grease be laid upon it?

K. (Jumping up. Barber holds his arm.) Unhand me! I will no longer stay. Let me get out; and tell me what 's to pay.

B. Tarry, my lord, a little while.—I pray thee look upon this bottle.—It holds my patent extract!

(Knight seizes his hat, flourish's his sword and rushes out with the sheet around him. The Barber follows after vainly endeavoring to stay his progress.)

INTERESTING FACTS.

A LARGE bear was seen lying upon a hollow log across a brook, fishing. There was a large hole in the log through which he thrust his forearm, held his open paw in the water, and waited for the fish to gather around it. Then he clutched his fist and brought up a handful of fish, and eat them with great gusto. He did not eat the heads; there was quite a pile of them on the log. Probably the oil in his paw served for bait, and his toenails were his hooks.

WHAT CONGRESS IS DOING.—The Senate has been considering the Mexican treaty, but has not disposed of it. It has passed a bill enlarging Yellowstone Park by about 2,000 acres, and providing for its proper care and preservation. A bill on rates of postage for second-class mail matter was discussed, and a quorum in the Supreme Court was defined. The House has spent much time upon the Naval Appropriation Bill. An effort is being made to place our navy on a footing with those of other civilized countries. The bill pensioning the survivors of the Mexican war was passed.

NEWS OF THE WEEK.

March 5.—There is trouble between students and faculty at Princeton College occasioned by a system of espionage supposed to exist.

March 7.—The French have begun their advance on Bac-ninh.—The Lasker resolution was discussed in the Reichstag, and Prince Bismarck's action denounced.

March 8.—The rebels under Osman Digma are becoming demoralized.—Concessions have been made by the Dominion Government to the people of Manitoba.—Matthew Arnold sailed for England.

March 9.—An infernal machine was found in a package addressed to the Comte de Paris.

March 10.—Herbert Spencer has declined to stand for member of Parliament.

March 11.—Osman Digma commenced an attack on the British at Zariba, near Suakin.

[Subjects for investigation: Princeton College; Tongatin troubles; elections in England; Matthew Arnold; Herbert Spencer; and the Comte de Paris.]

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

Last winter we had a question box in school, in which the pupils deposited questions, stating who should answer them. About twice a week the box was opened, the questions read, the pupils answering them if they could, and if not they were allowed to take them home and look up answers. This plan did not work well. The pupils were ready enough to ask questions, but not so ready to answer them. Sometimes one scholar would have several questions, another none. We then tried another plan. On Monday I place upon the board five questions suited to the different grades. The answers are written by the pupils on paper and given to the teacher. The names of those who give correct answers are announced on Friday afternoon, in connection with our literary work. This plan seems to work finely. The pupils seem to take more interest in the answer box than they did in the question box. Dating the work is an incentive to find the answers soon, and by asking the questions myself, I can give all a chance.

O. H. K.

[This is an excellent plan. History can be quite successfully taught in this way in ungraded schools where there is not time for regular recitations. A great deal of general information may be gained by the children if the right questions are asked. It is well to leave the names of those who answer the questions upon the blackboard, with the number of questions they have answered.—ED.]

There were some solutions of questions Jan. 26, by Mr. Kingman that he had evidently prepared in haste on his departure, and contained errors; his death has since occurred. Several subscribers have since called attention to those errors, and Prof. Dunlap, who has a fine reputation as a mathematician, has looked them over. He says:

$4 + 12 \div - ?$ Divisor is wanting; no result.
 $18 \div 3 + 6 \times 4 - 1 = ?$ The result is 29.
 $7 + 12 \div 3 \times 2 = ?$ " " " " " "
 $5 + 12 \times 6 + 2 = ?$ " " " " " "
 $6 \div 4 \times 3 + 4 + 2 \times 3 = ?$ " " " " " "
 $6 \times 5 \div 3 + 7 = ?$ " " " " " "
 $6 + 4 \times 3 = ?$ " " " " " "

The problems seems to have interested a wide circle, and the errors were seen by a large number. The above explanation will show why there was a delay in rectifying them. Prof. Dunlap will, in another number point out the causes of errors in such solutions.—Ed.]

We have tried "New Methods" with great success, especially the "Word" and "Grube Methods." I give my pupils four questions on geographical and historical subjects every day; answers to be sought at home. I also have a "Query Box" once a week, pupils contributing questions. Each query is to be answered before it is put into the box. I find they take great interest in exercises of this kind. I am particularly pleased with your questions on arithmetic, geography and grammar. I use them in my school.

E. P.

ONE feature of the National Education Association at Madison will be an exhibit by each of the States, consisting of photographs and plans of the best school buildings, architectural plans, showing plans of ventilation, lighting, etc., samples of school furniture and apparatus, collections of school literature, school books and periodicals, specimens of technical workmanship, examination papers, maps, and other work done in the schools.

(1) Please inform me all about the "False Prophets," their customs; why are they called this? (2) Why is the divisor inverted in fractions? W. W. R.

[(1) If the "False Prophet of the Soudan" is meant, see columns of the JOURNAL. (2) See elsewhere.—Ed.]

I notice in this week's JOURNAL inquiries for a good work on "Language." I can heartily recommend "Graded Language Lessons," in three parts, by W. H. Richardson. Price, 10 cents a part. Published by S. R. Winchell & Co., Chicago. L. M. C.

Have given my school the benefit of the microscope each Friday afternoon since I got it. They take great interest and ask many intelligent questions as to the instrument and the wonders it reveals. Should not one be in every school?

MICH.—The Legislature passed an act requiring school boards to make provision for instructing "all pupils in every school" in physiology and hygiene, with special reference to the effect of all stimulants and narcotics upon the human system. After Sept. 1, 1884, no certificate will be granted to any teacher who does not pass a satisfactory examination in these branches.

ILLINOIS.—A "Manual of Study" will be placed in the

EDUCATIONAL MISCELLANY.

THE POOR POET TO THE SPARROW.

BY WOLSTAN DIXEY.

Come to my window, little brown sparrow;
I have only a crust it is true,
Yet come to my window, dear little friend,
I will share my crust with you.
You are not my friend to sing,
You are my friend to stay;
The robin, he will take wing,
But you, dear little friend,
Even unto the winter's bitter, bitter end—
You never go away.
How is your heart so bold,
Your friendship so unshaken,
That in all this wintry cold
I am not quite forsaken?
Oh 'tis a warm little heart, and true!
Such steadfast hearts, how few!
So, as we live near together
In every kind of stormy weather,
And your house is small and your room is narrow—
And mine is, also, little brown sparrow—
And your meal is frugal—and mine is, too—
Come to my window, I will share my meal with you.

For the SCHOOL JOURNAL.

THE TEACHER'S READING.

BY SUPT. J. M. GREENWOOD, Kansas City, Mo.

More than two years ago I began a series of investigations in regard to "What School Teachers' Read?" and more latterly I have continued my researches in the direction of "What They Don't Read." Both sides are necessary in order to arrive at a fair and impartial conclusion concerning the personal qualification of the teachers employed in the schools of our country.

In discussing a question of this magnitude, and especially one that either directly or indirectly affects some three hundred thousand persons, I must simply state results, or go into a thorough investigation of the subject. The former method I prefer at present.

1. About twenty-five per cent. of our teaching force changes every year. They quit, migrate, marry, or are dropped by the wayside. This class is composed of good, fair, moderate, poor, and very poor teachers and school-keepers, or minders.

2. Of the seventy-five per cent that remain and the new recruits that join, probably, not more than a half have ever read a work on education, and not more than one out of five take an educational paper.

3. The remainder I will assume as being divided into two classes or divisions; the first, moderately well read, and the other, say ten per cent., well up, not only in educational literature, but in all departments of science, art, literature, history, philosophy, etc., etc.

For nearly twenty years it has been my fortune to come in contact with a large number of teachers, and to talk with them personally; and, with few exceptions, I am warranted in saying that the reason they, as a class, read so little,—is that they do not know *what* to read or *how* to read. They are willing, but they are ignorant; and no one appears to have made it his business to direct them. So they go stumbling and blundering along, and the wonder is that they read at all. Every teacher who wishes to benefit others is willing to learn. Those who have not this desire ought to be dropped at once.

As to the particular points in the JOURNAL of Jan. 26, 1884, I will name such books as I think are most beneficial to beginners. Lazy teachers I have no sympathy for, and hence do not include them.

1. Beginners—not having received a professional training—may read profitably the following as the first series:—

Page's "Theory and Practice," Swett's "Methods of Teaching," Baldwin's "School Management," Parker's "Talks on Teaching," Hughes' "Mistakes in Teaching," Hill's "True Order of Studies," Haven's "Mental Philosophy" (or some other corresponding work) some School Physiology, Combe's, or Fowler's, or Wells on the phrenological and temperamental developments of body and mind. I prefer Wells's larger work. It will set the teacher to studying men, women and children them-

selves, instead of reading about them at longer range. "History of Education," by Philobiblius. The above are, perhaps, as many books as the average teacher can read and understand well the first year, whether he be eighteen or eighty, and several of these books may be re-read for a dozen years.

2. Holbrook's "Normal Methods," also, "School Management," Ogden's "Science of Education," Bain's "Science of Education," Brooks's "Methods of Teaching," "Teachers' Hand-Book," Phelps; Calderwood's "Teaching; its Ends and Means"; Wickersham's Works.

For general culture.—Smith's "Elements of Law," Haven's "Mental Philosophy," (or some similar work), Draper's "Civil Policy of America," Maury's "Physical Geography of the Sea," and Ritter's "Geographical Studies."

3. Hoose's "Methods of Teaching," Hailman's "Lectures on Pedagogy," "Those Children and their Teachers," Brooks; "Educational Reformers," Quick; "Life of Horace Mann," "Horace Mann's Reports," 2 vols.; "School Supervision," Payne; Joseph Payne's "Essays and Lectures on Education," "Haven's "History of Philosophy" and "German Universities," Hart; Bristed on "English Universities," and Lecky's works.

4. Rosenkranz's "Pedagogics," by Brackett; Todhunter's "Conflict of Studies," Bastion on the "Brain," Galton's "Men of Science," also "Hereditary Genius," "Mental Physiology," Carpenter; Spencer on "Education," Greenleaf on "Evidence," Draper's "Intellectual Development of Europe," "How to Learn Languages," Marvel.

For a general course in science I would recommend the "International Scientific Series."

Here is a list of books that I think all teachers should own. By adding a few each year it may be completed even if the salaries are small:

Thomas's "Biographical Dictionary," Haydn's "Dictionary of Dates," "Reader's Hand Book," Brewer; "Phrase and Fable," Brewer; "Dictionary of English Literature," Adams; Thomas Dick's Works, "Who Wrote It," Wheeler; "Words and their Uses," White; "Words, their Uses and Abuses," Matthews; Crabbe's "Synonymes," "Grammar of Grammars," Brown; Smith's "Classical Dictionary," Smith's "Bible Dictionary," Krauth's "Philosophical Dictionary," "Best Reading," Perkins; "Books and Reading," Porter; "Pearls of Thought," Ballou; "Unabridged Dictionaries and Encyclopædias," "Encyclopædia of Education," Kiddle and Schem; Whewell's "Inductive Philosophy," 2 vols.

Any person may obtain "My Courses of Reading for School Children, Teachers, and General Readers," on receipt of a one cent stamp and to prepay postage.

A MATHEMATICAL MARVEL.—At Danielsonville, Conn., a blind man named Pardon Tillinghast, had his attention called to some facts in regard to the combination of the figures 142,857. If multiplied by 2 the product is 285,714—the same figures and in the same order, only starting with another, and changing the first two to the extreme right. Multiplying by 3, 4 or 5, a like result is obtained; that is, the figures are the same and succeed each other in a similar way. This led to a careful study of these figures, and he soon found that preceded by the decimal point they are the decimal equivalent of $\frac{1}{7}$, and the repetend of a repeating decimal. His thoughts were in this way turned to the fraction $\frac{1}{7}$, and he performed mentally the operation of reducing its square, $\frac{1}{49}$, to a repeating decimal, having a repetend of 42 places—six times as many as that of $\frac{1}{7}$. Then he took the cube of $\frac{1}{7}$, equal to $\frac{1}{343}$, and performed the prodigious feat of turning this into a repeating decimal whose repetend has 294 figures, or six times as many as that of $\frac{1}{7}$. All this, of course, without a mark to aid the calculation or the memory. It filled leisure hours of a number of days. He would work the division ten places at one operation, holding in memory the result, including the remainder, for hours or days, till he could work the next ten, and so on until he had the entire repetend. The necessity for frequent provings of his work added to its complications.

For the SCHOOL JOURNAL.

EL MAHDI.

The real name of this troublesome man is Mahommed Achmet. He is a pure Arab, about 56 years old, a native of Dengola. When a boy he ran away from a boatman, to whom he had been apprenticed, and entered a free school at Khar-toum. He studied the doctrines of Mahommedism very earnestly, and in 1870 was ordained a sheik, went to the island of Abba in the Nile, and lived the life of a hermit. He dwelt in a cave, and spent his time in fasting, prayer and meditation, by which he gained a reputation for great saintliness.

In 1881 he openly announced himself as El Mahdi (teacher or leader), whose coming the Musselmen had been expectantly awaiting. His reputation for saintliness and his skill in working upon the imagination and superstition of his race, together with the fact that certain marks upon his person, and the name of his parents exactly accorded with the prophetic descriptions of the coming Mahdi, soon gained him a large number of enthusiastic followers.

When the news of this personage reached Mecca, a grave consultation was held; the Grand Cherif issued a proclamation declaring Ahmet to be an impostor, and warning the faithful to avoid and resist him. It was supposed that this would diminish, but instead it increased, the number of his followers. These now consisted not only of the fanatical warlike races of the upper Soudan, but of the powerful slave-trading sheiks, who saw in the prophet a formidable enemy to the unpopular Egyptian Government, which had excited the enmity of this last class by attempting to suppress the slave trade.

The governor of Soudan attempted to arrest him, but the troops sent for that purpose were put to flight. At last the Khedive was forced to take measures to check his operations. Hicks Pasha, with a force of 10,000, started out to accomplish this, but his army was utterly defeated and nearly annihilated. Since then the prophet's forces have rapidly increased, he has continued to advance toward Egypt, has captured important cities and met with uninterrupted success, until the recent battle near Trinkitat. His undisciplined forces could accomplish nothing against the English troops, and were completely defeated.

As success is regarded by the fanatics as positive proof of supernatural aid, his defeat will doubtless dispell the illusion of many.

THE FUTURE OF THE PUPIL.

(In the Teacher of Phil., we find an article by H. S. Drayton, editor of the *Phrenological Magazine*. We have a high respect for his views and present them, though not deeming them wholly satisfactory. No one knows the future of any one in this free country. Education fits a man for all things. Yet there are "points" here.—Ed.)

The very animated discussion now going on in educational circles with regard to improved methods of instructing the young, has brought very distinctly into view the fact that organization has an important bearing upon individual adaptation. The advocates of what is called the new education would have children trained on their practical side, so as to make them familiar with the matters belonging to every-day life. They would help them to use their eyes, and ears, and hands, and feet in orderly and definite ways; and they indicate a tendency of belief that the man's best success is dependent upon the boy's preparation for that sphere to which he shows a readiness of application. But they are somewhat handicapped in their excellent work through want of light as regards how a boy or girl shall be put in the way of knowing the kind of life for which he or she is best fitted by nature. They know, as all others who give any attention to the subject know, that it usually takes forty or fifty years for a man or woman to discover the special talent that ought to be known in the beginning. We claim that all the aids of science and art should be used for this important purpose; that mistake in the vocation

chosen by a young man or young woman is often fatal, so far as success is concerned. If there be a way by which a youth's special capabilities can be ascertained, that should be employed.

People talk about the blindness of parents in not giving heed to the capabilities of their children when considering the subject of a future career; and yet the great majority keep in the dark, and, as a consequence, the world is pretty well made up of second—or third-rate doctors, ministers, lawyers, artists, writers for the press, carpenters, masons, tailors, etc. Who is to blame for this condition of things, if not the natural guardians of the young? If there be a method with a scientific basis, assumed or real, whether it comes from the phrenologists, or from Henry Maudsley or Francis Galton, who believes with the phrenologists that "the natural gifts of each individual being inherited from his ancestry, it is possible to form much of the latent capacities of a child in mind and body,"* is it not the duty of those who have children under their control to appeal to it and obtain what help it can afford? There are hundreds of people in the community who were once regarded as hopeless invalids, given up by the doctors, but who came in contact with some "quack," some man berated and ridiculed, despised by respectable regularity, but who proved, nevertheless, most efficient in giving the sick ones that advice which turned in the direction of health and recuperation. There is many a so-called "quack" in science whose special learning and practical information would put to the blush the most eminent professor. We may differ from most of our contemporaries in our views of quackery, for when we find a man who possesses solid information and extensive experiences in direct connection with his vocation, and we see that he does not yield an obsequious respect to the conventional methods of society, and does not belong to some close and select organization which assumes to exercise a paramount control over men of his profession, we are not inclined to cry "Quack," but are prompt to accord him the respect due to substantial merit.

In mental philosophy, that man may be esteemed a "quack" who presumes to make his knowledge of use to his fellows, because he has discovered that his studies are not merely high up in the region of verbose speculation, but have a practical bearing upon the life and character of people. But if in experience it is known that he does material good to those who accept his counsel, should not the world go to him for advice and help? It is disbelief, however, which is most prone to account noble and beneficial arts and theories "quackery." The old-school men in the educational contest are ready to style the new-school men as imposters and "quacks," but the latter have got the right idea in their heads, and are intelligent enough to perceive its truth and dawning possibilities of benefit to millions of youth. One step more, and they will be firmly planted on the vantage-ground of special adaptation, and then education will be what it should be.—H. S. DRAYTON.

* Record of Family Faculties. By Francis Galton, F. R. S.

NEW YORK CITY.

SYMPHONY SOCIETY.—The fifth concert of this society on March 8th, was one of the successes of the season. The overture to Weber's "Der Freischütz" opened the program. Selections from Berlioz' "Childhood of Christ," a serenade, and "Repose of the Holy Family," were heard for the first time; in the latter selection an invisible chorus sang a dozen bars with a wonderful effect. In Liszt's Faust symphony, Mr. W. H. Stanley sang the tenor solo, supported by a male chorus from the Oratorio Society. The sixth and last concert of this season is announced for April 5th, at the Academy of Music.

STUDIO RECEPTIONS.—At the Sherwood building a number of the artists gave a reception on the afternoon and evening of March 6th. Mr. Edwin H. Blashfield exhibited a scheme for ceiling decoration, consisting of a circular painting and two panels. The design is imaginative and very effective. Mr. H. Bolton Jones' large landscapes suggesting autumn in the country, were conspicuous for truthfulness and beauty of

execution. Mr. Percival de Luce's portrait of Robert Collyer was one of the most successful pieces of portraiture in the building. Miss Eleanor Greatorex's painting of roses, although unfinished, was strong and brilliant. Some of the most charming landscapes in Mr. R. W. Van Boskerck's studio were taken from New Jersey. Other artists who threw open their rooms to the public were: J. Carroll Beckwith, Granville Perkins, J. Dolph, Miss Richards, Mrs. St. John, Miss Owens, Bruce Crane, and J. F. Cropsey.

At the Holbein studios, on March 8th and 9th, the latest works of the artists gathered there were on private exhibition. Mr. J. S. Hartley's bust of Lawrence Barrett, recently cast in bronze, was the center of the collection of busts and statues in the sculptor's studio. Mr. Wm. Morgan's picture of boys "Playing Soldiers," is the best piece of work we have seen from his hands, and an attempt at landscape showed excellent results. Mr. Edward Gay's most pretentious work represented a field of grain, a sketch in Holland, and several scenes in Mt. Vernon were greatly admired. Mr. G. De Forest Brush's striking Indian scene, "Mourning Her Brave," and Douglas Volk's new work, "Accused of Witchcraft," mark the progress of the younger artists in the building. Mr. Harry Chase's studio was filled with fine marines. Mr. Montague Flagg had a portrait of a Sherwood artist, and Mr. Lippincott a variety of good material.

PUBLISHERS NOTES.

We are constantly receiving "Annual Reports" from different towns and cities all over the country. When a card accompanies them we acknowledge the receipt by postal. We hereby wish to express our appreciation of the kindness of all those who send us such reports. We do not always publish extracts from them, but we read them with much pleasure, and gain much information from them. Please continue to send. We want to know all that's going on in the educational world.

From Lancaster Co., Pa., comes the following: We find the INSTITUTE a most valuable aid in our work. It is an inspiration, and helps us over many a rugged place. I wish it could be put into the hands of every young teacher. Its influence is already felt in our schools, where three copies have been taken.

It seems selfish to get so many valuable things constantly from your paper without a word of appreciation. I never read a paper containing so many practical things. I use every thing I see. E. S.

I am convinced of the inestimable value of the JOURNAL. No intelligent person can fail to be benefited by reading it. M. A. W.

I have read no magazine so well adapted to youths as TREASURE TROVE. I wish every boy and girl might read it. M. A. W.

I would not lose the reading of the paper if it cost \$5 per year. It is the paper for teachers. Ind. A. J. GERLACH.

I consider the JOURNAL worth ten times the price. Kan. O. GODDARD.

I expect to sail for Chili in a few weeks, but felt that I could not carry my JOURNAL and INSTITUTE with me, so have been clipping out of each such articles as I wanted to save. They make a valuable addition to my scrap-book. I have made a small book of the "Golden Thoughts," quotations, etc., which more than pays for the paper. M. E. F.

The SCHOOL JOURNAL comes to hand every week and is eagerly read. Every number contains something that is just what I wanted to know. The letter department is especially valuable. W. M.

Find enclosed \$1.00 for the TEACHERS' INSTITUTE. I could not do without it were it to cost any money. F. W.

I am so delighted with your paper that I want to tell you. I have been reading it since October, and think it by far the best educational paper I ever saw. A. E. P.

I have taught school twenty years, and I frankly confess I have learned more in one year from the JOURNAL than I learned from my twenty years experience. Don't stop the paper. R. P.

HORSFORD'S ACID PHOSPHATE.

INCOMPARABLE IN SICK HEADACHE.

Dr. Fred Horner, Jr., Salem, Va., says: "To relieve the indigestion and so-called sick headache, and mental depression incident to certain stages of rheumatism, it is incomparable."

THIRTEENTH YEAR!

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In short, it will contain just what the teacher will want to know in order to make his school a center of light and power, instead of a reciting mill.

In this work it will be aided by the ablest educators in the country. Papers may be expected from the following men and women:

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THOMAS HUNTER,	T. F. HARRISON,
H. H. STRAIGHT,	H. B. BOISEN,
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C. W. WASSON,	C. N. MARVIN,
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G. STANLEY HALL,	ANNA JOHNSON,

And many other Practical Teachers.

AS TO THE FUTURE.

Please note the following features of the JOURNAL; 1. The series of articles from Col. F. W. Parker, the first of which appeared Nov. 10. Others will follow each month.

2. The valuable series of letters from our special correspondent at Col. Parker's Normal School, Ill. These give a minute description of the methods employed there, and have been read with deep interest.

3. We give sketches of prominent educational men.

4. The School-Room Department, which is and has been the center of the paper; "How to Teach" is the problem before the earnest teacher; all know the what, few the how. We shall make the JOURNAL worth \$50 a year to every subscriber. We shall make the it a paper no live teacher can do without.

AS TO THE PAST.

The educational world does MOVE. The SCHOOL JOURNAL began in 1874 to preach a reform in educational methods; it urged that we should absolutely teach in accordance with the principles enunciated by Socrates, Pestalozzi, Froebel, Page, Mann, and others. To all this there was at first shrugging of shoulders, and "I wish we could." Undismayed it went on finding here and there those who believed it was possible that the school-rooms should be centers of light, life and joy, instead of knowledge. At last the entire continent is feeling a new impulse. "There is something in the air," all now exclaim. The deadest teacher has heard of the "New Education."

The JOURNAL has not filled its pages with disquisitions "about Education." There are thousands of men who can write "about Education," whose schools are caricatures. We have done a better thing; we have explained the foundation PRINCIPLES of education, and have given METHODS founded on those principles. We hold that the great thing needed is TEACHERS WHO COMPREHEND THE PRINCIPLES OF EDUCATION. Such teachers will easily form their own methods. We therefore explain these principles and give methods that in themselves suggest principles.

The teachers have seen at a glance that the JOURNAL is fitted to be a right hand of help. They have felt its inspiration. Volumes could be filled with testimonials; thousands tell us that it has doubled and quadrupled their power of teaching. It is worth hundreds of dollars to the teacher who wants to improve himself and his school. No investment is so valuable as a subscription to the JOURNAL.

Correspondence in regard to subscriptions should be addressed to the publishers.

E. L. KELLOGG & CO

Educational Publishers, 21 Park Place, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

COMPLETE RHETORIC. By C. W. Bardeen. New York: A. S. Barnes & Co. Price \$1.50.

The work is designed to treat the subject of rhetoric in its broadest sense, including the art of composition and the science of oratory. It is divided into six parts. The first part treats of sentence making, the second, of conversation; the third, of letter writing; the fourth, of essays; the fifth, of oratory; and the sixth, of poetry.

Adaptation is claimed to be the "fundamental law," and is therefore "kept in the foreground." The author states, very justly, that rhetoric, in the practical exercise of conversation and letter writing is a necessity. He dwells at some length on narrative and description; and those topics, including conversation and letter writing, because of their practical importance, occupy the larger portion of the work. In the treatment of the Essay the author very properly, emphasizes the importance of preparation and invention. He has aimed to make the work superior to other works on composition in this particular, at all events to treat the mechanism of composition from a point of view purely rhetorical. The arrangement of words, phrases and clauses is made distinctively prominent, and the pupil may be much aided by the practical suggestions it contains.

The author has purposely introduced an unusual number of illustrations; common-place anecdotes, etc., are selected; but the author lays no claim to originality of thought; he attempts to adapt principles already known to the varied circumstances of time and place. He thinks that the tendency of the age is to reject the contemplation of the beauty of diction, and to glance hastily down the page "to find what the author is aiming at," and to determine "whether he reaches it," and in this volume yields to this tendency. We doubt the propriety of yielding to this tendency of the age; it is difficult to perceive how yielding to it by the rhetorician will improve a young writer's habits of reflection and forms of expression.

Part I., which treats of sentence-making, will, with rare exceptions be found instructive and useful. He quotes extensively from other authors, showing their points of agreement and disagreement.

Conversation, the topic of Part II., if wisely discussed, is a popular topic to be treated under the head of rhetoric. Suggestions on "Good Breeding" are needful everywhere, we suppose. If they must go into a rhetoric, Chapter I. is as good a place as any. "Table Talk," the subject of Chapter II., composed largely of quotations from *Punch* and other small talk articles, detract from, we think, the general dignity of the work. The same is true of the chapter on "Gossip," and much of the chapter on "Being Funny." Wit and Humor if properly treated, are appropriate subjects in a rhetoric, but "Practical Jokes," however discussed, hardly seem appropriate. The author of a rhetoric might give casual allusion to all these subjects, but in this work they obtain considerable prominence. A rhetoric is expected to improve taste, cultivate skill in the use of language and elevate and refine style. Hence models given us to study and imitate should possess all these qualities in a high degree. The artist, in order to improve his own taste and skill, studies the works of those who excel, not those full of defects.

"Letter-Writing," the subject of Part III., is well treated. Letters of friendship, of courtesy, of business, etc., each under its own head, receive the attention its importance demands.

"The Essay," subject of Part IV., including preparation, selection of subjects and their management, invention, style, purity, propriety, precision, perspicuity, etc., is admirably treated.

Parts V. and VI. present excellencies quite equal to our best works on rhetoric, and much superior to many. As a school text-book the work is rather voluminous, but as it is intended to be complete, it possibly could not have been made smaller. The price, considering its size, is lower than most works on this subject, and as it possesses many unusual and practical features it will be found attractive and interesting to both student and teacher; and we think it may fascinate even the general reader.

DARWINISM STATED BY DARWIN HIMSELF. Nathan Sheppard. New York: D. Appleton & Co. \$1.50.

These selections are designed particularly for those who are comparatively unfamiliar with his line of research and argument, and yet would like to obtain a

general idea of it in an authentic, brief, and inexpensive form. Such readers will find here a more than satisfactory classification. Among the headings of chapters are found: The Movements and Habits of Plants, The Laws of Variability, The Struggle for Existence, Natural Selection, Mental Powers of Man and Lower Animals, Development of the Moral Sense, The Genealogy of Man, Sexual Selection, Expression of Emotions, and Objections to the Theory of Descent with Modification considered. These headings indicate the extensive scope of the compilation.

However men differ regarding the facts of evolution, there is no excuse for misunderstanding his view of them. With this book before one, such misunderstanding seems impossible. In glancing at the table of contents one is newly amazed at the marvelous range of Darwin's research, the particular, definite, accurate character of his observation, the modest reserve of his inferences and their extreme reasonableness. But more than by his profound scholarship and scientific caution, one is impressed by the noble simplicity of the man, the essentially religious grandeur of his nature.

A PRIMARY GEOGRAPHY OF THE STATE OF NEW JERSEY. By C. E. Meleney, A.M. and W. E. Griffin, A. M. There is a growing demand for such a work as this—a text-book upon teaching the beginning of geography according to the principles of education. It shows the manner of presenting the cardinal points, distances, etc., of the school buildings and grounds, with maps and drawings of the same, and the treatment of the town, county, and State. The physical description of the State of New Jersey is given, and something of its history; also a course of study in geography for primary and grammar grades.

HINTS TO OUR BOYS. Andrew James Symington. New York: Thomas Y. Crowell & Co.

"Our boys" need these and many other hints sorely. Every book that aims at showing them a better way in life is worthy of all encouragement. Excellent advice is given in this little book concerning the formation of character, the value of time, economical habits, and courteous manners. There is a sensible and forcible introduction by Lyman Abbott, D.D., warmly commending the book.

Messrs. A. S. Barnes & Co. have issued three of their new series, "New National Readers." The old National Readers were considered to be capital in their day, but these make one realize that a new world has come into existence. We think the publishers are wise in perceiving this fact. Having determined to get out a new series they set manfully to work and have employed all literary, educational and aesthetic aid needful for the great enterprise.

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MAGAZINES.

The Volante is a neat-appearing, 20-page monthly, conducted by students of the University of Chicago. It is ably edited, bright, crisp, and interesting in contents, and always welcome on this desk.

LITERARY NOTES.

"Lady Barberina" the heroine of Henry James's new novelette in the *May Century*, is the daughter of an English nobleman. She engages the affections of a young and rich American physician.

Mayne Reid, in his last story, "The Land of Fire," now appearing in *St. Nicholas*, brings to light the curious fact that white, the color universally elsewhere regarded as a sign of peace, is by the natives of Terra del Fuego used as a signal of hostility.

Tennyson is called a shrewd bargainer. It is said he never lets a publisher see a poem until the price has been agreed on. Much more is said about his mercenary disposition. Now let some one step forward and show why a poet should not get all he can for his work.

The hours which Thackeray's enemies declared were spent in the midst of all kinds of follies and excesses are said to have been devoted instead to soothing the invalid repetitions and quieting the unreasonable suspicions of a wife dearly beloved but hopelessly insane, a

The story, never yet told in print, of how Wilkes Booth, the assassin of President Lincoln, crossed the Potomac, and where he spent his time from the 14th of April until he was shot on the morning of the 26th, will be contributed to the *April Century* by George Alfred Townsend.

A circular is issued by the National Bureau of Education giving explicit information concerning the Bufalini prize essay. The subject is the "Experimental Method in Science"; time of competition, from May 1st, 1883, to Oct. 31st, 1884; amount of prize, \$965.00. It must be written in Latin or Italian.

Mr. Charles G. Leland contributes to *The Art Interchange* for January 3rd, a suggestive article on free-hand drawing, in which he describes his system of teaching it. By his method the pupil learns to design original outline patterns from the very first lessons, and thus a command of his hand in drawing is obtained. His recommendations are well worth noting, because he has been very successful with his method.

"Ouida" writes to the *Times* with reference to the current rumor of her conversion to the Roman Catholic faith: "Sir, I am beset with inquiries from the public as to the truth of an absurd report which has been put into circulation concerning myself and Monsignor Capel. Will you allow me to say, once for all, in the *Times*, that there is not a word of truth in it? Monsignor Capel was present at a morning party that I gave in the spring, and lunched with me once or twice afterwards. That is all the communication I had with this most agreeable person. He never mentioned theology, and I never heard him preach."

For a number of years Dr. Wood, known as the Great Condenser, was engaged in writing a novel. He spent six years upon it. He would write a chapter and then spend a week or more of time trimming out grammatical faults. When he had polished the book out to the last degree in the manuscript he brought it down to the *Sun* office, where it was set up at the odd hours when compositors, having no regular work to do, were put to work upon what is known as "bogus" matter. The entire book was set up in this way; the doctor was thus enabled to see his pet work in type. It was a labor of love with him to still further polish away at the grammar of his book in revising and revising again these proofs. But when he had reached the height of grammatical perfection in his book he discovered that he had no story. It was not a book that any publisher would look at a second time. One day the doctor announced that his book was ruined. He had put Dana into one of the closing chapters of the book. This chapter had been read to the editor of the *Sun*, and he would not consent to its use in that form. To change this scene ruined the book in the doctor's estimation, and so he gave it up from that day.—*Washington Post*.

BOOKS RECEIVED.

The Teaching of Drawing in Public Schools. Walter S. Perry. Boston: Prang Educational Co.

Latin Grammar. F. A. Blackburn. Boston: Ginn, Heath & Co. \$1.10.

Tate's Philosophy of Education. T. Tate, F.R.A.S. Syracuse C. W. Bardeen. \$1.50.

Barnes' New National Readers. Nos. 1, 2, 3. New York: A. S. Barnes & Co.

Wentworth & Hill's Examination Manuals. No. I., Arithmetic. Boston: Ginn, Heath & Co. 40 cents.

A New Mental Arithmetic. George E. Seymour, A.M. St. Louis: American School-Book Co.

How Sandy Came to His Fortune. Mrs. E. J. Richmond. New York: National Temperance Society. 10 cents.

Business-Standard System of Penmanship. Philadelphia: Cowperthwait & Co.

Hints to Our Boys. Andrew James Symington. New York: Thomas Y. Crowell & Co.

The Vicar of Wakefield. Goldsmith. Edited by Austin Dobson. New York: D. Appleton & Co. \$1.25.

Darwinism Stated by Darwin Himself. Selected by Nathan Sheppard. New York: D. Appleton & Co. \$1.50.

Hand-Book of Tree Planting. N. H. Eggleston. New York: D. Appleton & Co. 75 cents.

Flowers and Their Pedigrees. Grant Allen. New York: D. Appleton & Co. \$1.50.

Logarithmic and Trigonometric Tables. Edwin P. Seaver, A.M. and George A. Walton, A.M. Philadelphia: J. H. Butter.

Wentworth & Hill's Examination Manuals. No. II., Algebra. Boston: Ginn, Heath & Co. 40 cents.

Cecil's Summer. E. B. Hollis. New York: Thomas Y. Crowell & Co.

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